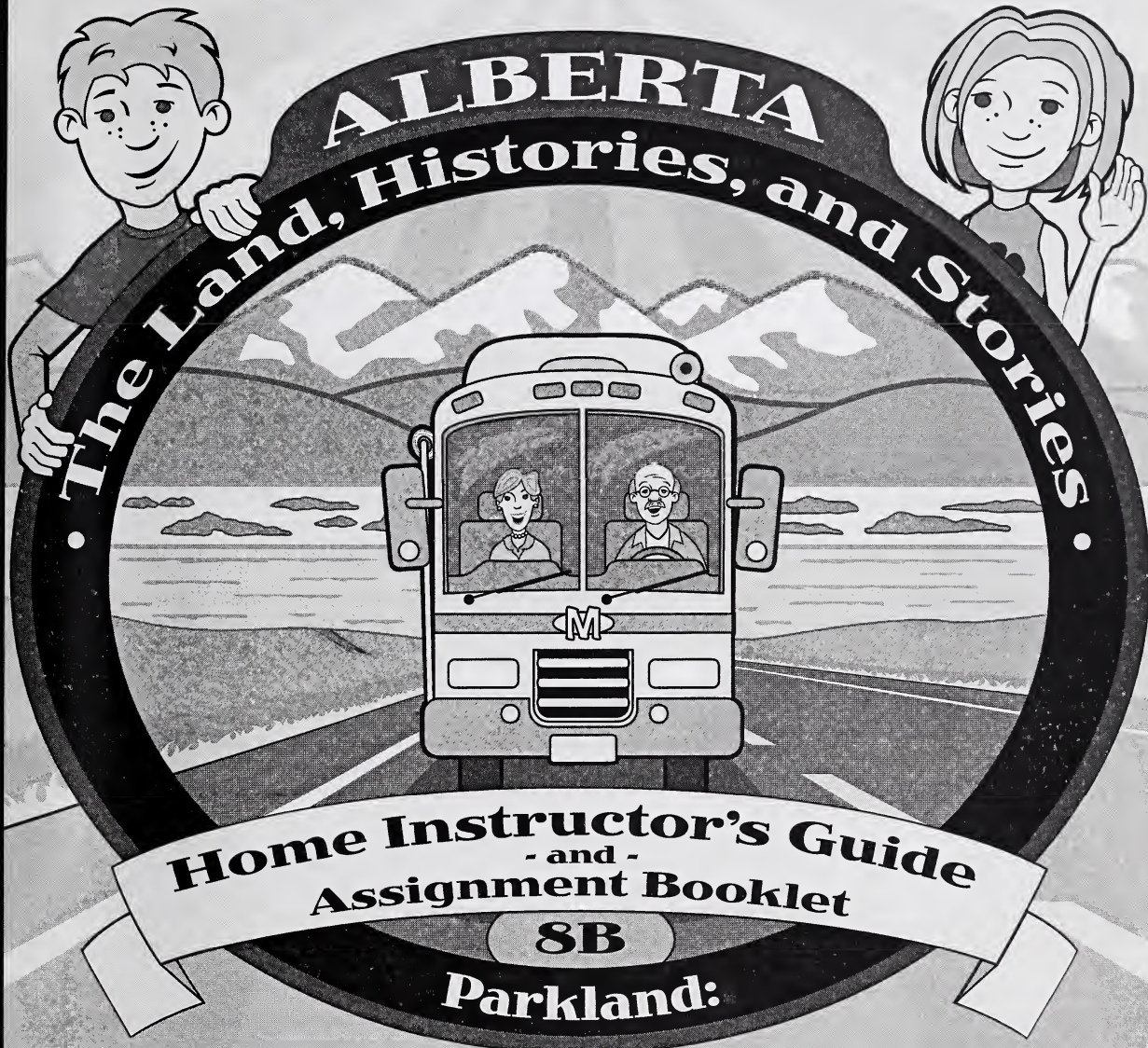




GRADE

4

# Social Studies



**Songs of Soil in Urban Spaces**



Learning  
Technologies  
Branch

**Alberta**  
EDUCATION

Grade 4 Social Studies  
Module 8: Parkland: Songs of Soil in Urban Spaces  
Home Instructor's Guide and Assignment Booklet 8B  
Learning Technologies Branch  
ISBN 0-7741-2886-0

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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## Table of Contents

### Chapter Summaries

<b>Chapter 9: Scrip—Paper for Land .....</b>	<b>4</b>
<b>Chapter 10: Land Is Not a Piece of Pemmican .....</b>	<b>5</b>
<b>Chapter 11: Great Characters and a Little Mischief .....</b>	<b>5</b>
<b>Chapter 12: Sailing over Edmonton .....</b>	<b>6</b>
<b>Chapter 13: River City .....</b>	<b>6</b>
<b>Chapter 14: A Valley of Riches .....</b>	<b>7</b>
<b>Chapter 15: Boom Town .....</b>	<b>7</b>
<b>Chapter 16: Old Voices in a Great Land .....</b>	<b>8</b>
<b>Chapter 17: The Earth Is a Sacred Gift .....</b>	<b>9</b>

# Chapter Summaries

## Chapter 9: Scrip—Paper for Land

This chapter should take approximately 80 minutes to complete.

### Objective

The focus is on the community of St. Albert, where Father Lacombe and Métis settlers built a log mission; how Father Lacombe showed kindness to Métis and First Nations peoples; and the tragic changes in the lives of Métis people just before and after the Riel Rebellion.

### Instructional Strategies

With the student, imagine the town of St. Albert growing from a spot where Bishop Taché poked a stick through the crusty snow to the modern city that it is today. Contrast this gentle history of Métis people in Alberta with the brutal circumstances that swept through their lives when the land they believed belonged to them along the Red River (in present-day Manitoba) was taken from them in exchange for scrip.

Carefully guide the student through this complex chapter that sketches the tragic events in the lives of the Métis people. Discuss Father Lacombe, Louis Riel, Gabriel Dumont, Poundmaker, and Big Bear, who fought for the land rights of the Métis and the Cree people. Review the Northwest Resistance (Riel Rebellion) and the tragic events that forced the migration of the Métis people to Alberta.

Assist the student as necessary to access the segments “Louis Riel,” “Louis and Gabriel,” and “Lac La Biche” on the Grade 4 Social Studies Multimedia CD.

Allow the student the opportunity to learn more about the Métis people by reading *Canada’s People: The Métis*, by Phyllis Cardinal and Dale Ripley, or by visiting the following website:

<http://www.albertasource.ca/metis/>

Other websites with valuable information about the Métis people include the following:

- <http://www.metisnation-sask.com/>
- <http://www.albertametis.com/MNAHome.aspx>
- [http://archives.cbc.ca/IDD-1-73-1482/politics\\_economy/louis\\_riel/](http://archives.cbc.ca/IDD-1-73-1482/politics_economy/louis_riel/)
- <http://www.gdins.org/home.html>

At the end of the chapter, direct the student to the Chapter 9 Assignment in Assignment Booklet 8B.

### Beyond the Story

This chapter includes an optional Beyond the Story activity. Read “But Who Was St. Albert?” and “Edmonton’s First Telephone” to your student from Alex Mair’s book *Gateway City: Stories from Edmonton’s Past*.

## Chapter 10: Land Is Not a Piece of Pemmican

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on the tragic reasons why Big Bear, Poundmaker, and other Cree leaders signed Treaty 6.

### Instructional Strategies

Assist the student in viewing the segment “Fort Edmonton” on the Grade 4 Social Studies Multimedia CD.

With the student, discuss how the abrupt loss of the Cree peoples’ livelihood (when the bison disappeared) forced great leaders like Big Bear and Poundmaker to negotiate Treaty 6 with the Canadian government. Discuss how both leaders believed the land belonged to their people, but were powerless to live off the land without the bison herds.

Discuss the optimism of Cree leaders, like Star Blanket, that his people could learn farming and other “white man” ways. Remind the student that while the Canadian government promised to teach the First Peoples farming and other new skills by providing equipment, seed, and expertise, it often failed to keep its promises.

With the student, discuss why this failure led to appalling poverty on the reserves and resulted in some Cree people fighting alongside the Métis people.

Assist the student as necessary to access the following website to learn more about Treaty 6 and Métis people:

**[http://www.abheritage.ca/alberta/fn\\_metis/treaties.html](http://www.abheritage.ca/alberta/fn_metis/treaties.html)**

At the end of the chapter, direct the student to the Chapter 10 Assignment in Assignment Booklet 8B.

## Chapter 11: Great Characters and a Little Mischief

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on Edmonton’s history.

### Instructional Strategies

Help the student imagine how a community changed from a hunting ground to a fort to a small town and, finally, into a capital city. Focus on some of the great characters that made Edmonton their home, including Liza Hardisty, Annie and John Walter, Matt McCauley, William Hawrelak, Alexander Rutherford, and Nellie McClung.

Assist the student as necessary to access the segment about Emily Murphy on the Grade 4 Social Studies Multimedia CD.

When prompted, help the student to view the segments “Choosing Alberta’s Capital,” “Inauguration Day,” and “Edmonton Grads” on the Grade 4 Social Studies Multimedia CD.

If time permits, read some stories to supplement knowledge and to introduce others who made Edmonton such a great city. The following books have some great examples:

- *Gateway City: Stories from Edmonton's Past*, by Alex Mair
- *The Best Edmonton Stories*, by Tony Cashman
- *Edmonton: In Our Own Words*, by Linda Goyette and Carolina Jakeway Roemmich

## **Beyond the Story**

This chapter includes optional Beyond the Story activities. Help the student find out more about the lives and achievements of the Famous Five by visiting the “Heroes for Today” website at <http://www.abheritage.ca/famous5/index.html>.

Encourage the student to explore Edmonton through two recently published books that bring Edmonton's history to life:

- *Kidmonton: True Stories of River City Kids*, by Linda Goyette
- *Rescue at Fort Edmonton*, by Rita Feutl

## **Chapter 12: Sailing over Edmonton**

This chapter should take approximately 40 minutes to complete.

### **Objective**

This chapter focuses on the climate and vegetation of the Parkland Natural Region and Edmonton.

### **Instructional Strategies**

Assist the student as needed in using the weather chart on the following Environment Canada website:

[http://www.climate.weatheroffice.ec.gc.ca/climate\\_normals/index\\_e.html](http://www.climate.weatheroffice.ec.gc.ca/climate_normals/index_e.html)

Have the student show you where Montreal, Toronto, and Winnipeg are on the map of Canada. Ask the student in which province each city is found.

Have the student show you how he or she calculated the age of the elms that were planted in 1890.

## **Beyond the Story**

This chapter includes an optional Beyond the Story activity. Assist the student in finding out more about clouds and cloud formations on the Internet, in reference books and encyclopedias, or at the local library.

## **Chapter 13: River City**

This chapter should take approximately 40 minutes to complete.

### **Objective**

This chapter focuses on the North Saskatchewan River Valley and its impact on Edmonton.

## **Instructional Strategies**

Talk about recreational activities that can be done year-round in Edmonton's river valley. Ensure that the student doesn't read on to find out what some of them are.

If you are familiar with any of the sights and attractions in Edmonton, tell the student about them.

Have the student talk about the kinds of vegetation he or she likes. Talk about your favourites.

Ask the student to talk about the attractions and sights he or she would like to visit in Edmonton. If the student lives in or near Edmonton, talk about his or her favourite attractions.

## **Beyond the Story**

This chapter includes optional Beyond the Story activities. Your student may wish to access the Edmonton Oilers Heritage website at <http://www.oilersheritage.com/index2.html> to learn more about their colourful history. They may also choose to research railway hotels or find out more about Edmonton on the Internet, in reference books and encyclopedias, or at the local library.

## **Chapter 14: A Valley of Riches**

This chapter should take approximately 40 minutes to complete.

### **Objective**

This chapter focuses on the history of coal and the oil refineries in Edmonton.

### **Instructional Strategies**

Have the student discuss what buried treasures lay beneath Edmonton. Talk about the kinds of natural resources that could be found there, for example, minerals, sandstone, limestone, coal, oil, and natural gas.

At the end of the chapter, direct the student to the Chapter 14 Assignment in Assignment Booklet 8B.

### **Beyond the Story**

This chapter includes optional Beyond the Story activities. The student may wish to learn more about refining oil and pipelines on the Internet.

## **Chapter 15: Boom Town**

This chapter should take approximately 40 minutes to complete.

### **Objective**

This chapter focuses on the oil boom and bust years in Alberta, the discovery of oil in Leduc, and how Edmonton came to be known as the Gateway to the North.



## Instructional Strategies

Assist the student as necessary to view the segments “Vern ‘Dry Hole’ Hunter” and “Leduc #1” on the Grade 4 Social Studies Multimedia CD.

Have the student show you where Leduc is on the map of Alberta.

With the student, think of advantages that oil has over coal.

Discuss how a worldwide increase in the price of oil is advantageous to Albertans. Because most of Canada’s oil production is in Alberta, when the price of oil rises, more money comes to the province, which benefits all Albertans.

Discuss how an oil bust is bad for Albertans. Because most of Canada’s oil production is in Alberta, lower oil prices means less money comes to the province. That means job layoffs, higher unemployment, people leaving the province to find work elsewhere, the possibility of raised taxes, and cuts to government spending, which affects all Albertans.

Have the student compare the plight of farmers during the Great Depression with people in the oil industry in the 1980s and 1990s. Both suffered because wheat and oil prices fell.

Ask the student to tell you about Edmonton’s airports and explain which of them he or she would like to see.

At the end of the chapter, direct the student to the Chapter 15 Assignment in Assignment Booklet 8B.

## Beyond the Story

This chapter includes optional Beyond the Story activities. Your student may choose to locate additional information about the history of oil production in Alberta or one of Alberta’s air ambulance providers, STARS.

## Chapter 16: Old Voices in a Great Land

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on Cree names for otter (Nikik), beaver (Amisk), muskrat (Wachusk), Wesakechak (the trickster/hero), and Kitchi Manitou (the Creator), characters that appear in a Cree creation story the twins will hear when they visit the Enoch Cree Reserve.

### Instructional Strategies

With the student, review the words and their meanings.

Display pictures of the beaver, otter, and muskrat in the study area, but expect the student to use his or her imagination when illustrating Wesakechak (the trickster/hero) and Kitchi Manitou (Creator). Remind the student that the mystical creatures have no set physical characteristics, and that imagination should be used when depicting them. They should be drawn with care, thoughtfulness, and empathy.

In preparation for Chapter 17, read other creation stories to the student from books such as *Bones in the Basket: Native Stories of the Origin of People*, by C. J. Taylor; or animal stories from a book such as *Keepers of the Animals: Native American Stories and Wildlife Activities for Children*, by Michael J. Caduto and Joseph Bruchac.

At the end of the chapter, direct the student to the Chapter 16 Assignment in Assignment Booklet 8B.



## Chapter 17: The Earth Is a Sacred Gift

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on an ancient Cree flood story that has been told and retold by the Cree people for thousands of years. David Thompson recorded the story in his journal around 1785.

### Instructional Strategies

Read the story from start to finish and invite the student to listen and imagine.

Spend a little time discussing the meaning of the story. Explain that similar stories were found in all cultures, such as the story of Noah and the flood that is written in the Bible. Explain that characters are punished for their conflict and cruelty, just as the people were in the Biblical story; and they are saved through the bravery of the otter, beaver, and muskrat, just as the people were by Noah's goodness and bravery. Compare the forgiveness of the Creator in the story and of God in the Bible. Be sure the student understands that the story symbolically teaches the listener to treat the Earth as a sacred gift and each other with kindness.

If possible, find other stories featuring the trickster, Wesakechak.

- “Why the Moose’s Skin Is Loose” from *Swampy Cree Legends*, by Charles Clay
- “Wesakecha and the Geese” from *Legends of Wesakecha*, by Anne Anderson
- “Wesakecha and the Geese” from *Cree Legends Volume II*, by B. Ahenakew and S. Hardlotte

When you are finished, ask the student to compare the drawings he or she made of the creatures before hearing the story. Discuss whether his or her perception of them changed after hearing the story. Remind the student that while the mystical creatures have no set physical characteristics, they should be drawn with care, thoughtfulness, and empathy.

At the end of the chapter, direct the student to the Chapter 17 Assignment in Assignment Booklet 8B.

### Beyond the Story

This chapter includes optional Beyond the Story activities. The student may wish to read additional creation stories from *Bones in the Basket: Native Stories of the Origin of People*, by C. J. Taylor; or animal stories from a book such as *Keepers of the Animals: Native American Stories and Wildlife Activities for Children*, by Michael J. Caduto and Joseph Bruchac.



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## ASSIGNMENT BOOKLET 8B

Grade 4 Social Studies  
Module 8: Chapters 9–17

### Home Instructor's Comments and Questions

\_\_\_\_\_  
**Home Instructor's Signature**

### FOR SCHOOL USE ONLY

Assigned Teacher:  
\_\_\_\_\_

Date Assignment Received:  
\_\_\_\_\_

Grading:  
\_\_\_\_\_

Additional Information:  
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### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:  
\_\_\_\_\_  
\_\_\_\_\_

Date Submitted:  
\_\_\_\_\_  
\_\_\_\_\_

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### Teacher's Comments

\_\_\_\_\_  
**Teacher's Signature**

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.



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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

### MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

### FAXING

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2. All faxing costs are the responsibility of the sender.

### E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.



GRADE

4

# Social Studies

ALBERTA

The Land, Histories, and Stories.

Assignment Booklet

8B

Parkland:

Songs of Soil in Urban Spaces



Learning  
Technologies  
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Alberta  
EDUCATION



## FOR TEACHER'S USE ONLY

### Summary

	Total Possible Marks	Your Mark
Chapter 9 Assignment	20	
Chapter 10 Assignment	15	
Chapter 11 Assignment	10	
Chapter 14 Assignment	15	
Chapter 15 Assignment	15	
Chapter 17 Assignment	25	
	100	

### Teacher's Comments

Grade 4 Social Studies  
Module 8: Parklands: Songs of Soil in Urban Spaces  
Assignment Booklet 8B  
Learning Technologies Branch

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**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.**

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Other	



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- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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**ASSIGNMENT BOOKLET 8B**  
**GRADE 4 SOCIAL STUDIES: MODULE 8**  
**CHAPTER 9 ASSIGNMENT TO CHAPTER 17 ASSIGNMENT**

This Assignment Booklet is worth 100 marks out of the total 220 marks for the assignments in Module 8. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate chapter. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

20

**Chapter 9 Assignment: Scrip—Paper for Land**

Write neatly and spell the words correctly. The number of marks for each question tells how many ideas you should include in your answer.

- 3
1. Some Métis people were already living in the area around Fort Edmonton when Father Lacombe talked of building a mission. Why did they come west and what kind of work did they do?

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- 3
2. Louis Riel protected Métis farmer André Nault and his land. What did he do that helped him?

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- 4
3. In 1870, Louis Riel petitioned Sir John A. Macdonald on behalf of the Métis living in the Red River area. What did he ask the Canadian government to guarantee for his people under the law?

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To answer the last two questions, review the facts and then imagine the reasons why they happened.

- ⑤ 4. Father Lacombe fought for reserve land for the Métis people when Treaty 8 was signed in 1899. Why was he disappointed when Métis people were issued scrip? Think back to Louis Riel's fight for Métis rights and the problems Métis had with scrip in Manitoba when you answer the question.

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- ⑤ 5. Each Métis family was issued a scrip certificate for 640 acres when Treaty 8 was signed, and yet many ended up without any land. Why did the land speculators want the scrip certificates, and why were they able to persuade so many Métis people to sell their scrip?

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Turn to Chapter 10 in the Module 8 Student Module Booklet.

15

③

### Chapter 10 Assignment: Land Is Not a Piece of Pemmican

1. "This is our land! It isn't a piece of pemmican to be cut off and given back in little pieces to us. It's ours and we'll take what we want." Who spoke these words, and what did they mean?

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③

2. “Stop, my friends . . . save me from what I most dread—it was not given to us to have the rope about our necks.” Who spoke these words, and what did they mean?

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⑨

3. Star Blanket said, “Surely we can learn the ways of living that made the white man strong.”

The Nehiyawak (Plains Cree) were brilliant bison hunters, but were at a loss when all the bison were destroyed. What were the ways of living that they hoped to learn? What did Canadian government agents promise to give to the Nehiyawak as part of the Treaty 6 agreement that would have helped them make a living? What happened when they didn’t fulfill their promises?

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Turn to Chapter 11 in the Module 8 Student Module Booklet.



10

**Chapter 11 Assignment: Great Characters and a Little Mischief**

You met just a few of the many interesting characters in Edmonton's history. Write a phrase to tell a little about each person or group.

- ① 1. Richard Hardisty \_\_\_\_\_
- ① 2. Liza Hardisty \_\_\_\_\_
- ① 3. John Walter \_\_\_\_\_
- ① 4. Annie Newby \_\_\_\_\_
- ① 5. William Hawrelak \_\_\_\_\_
- ① 6. Matt McCauley \_\_\_\_\_
- ① 7. Group of Five (Henrietta Edwards, Louise McKinney, Nellie McClung, Irene Parlby, and Emily Murphy)  
\_\_\_\_\_
- ① 8. Cree people \_\_\_\_\_
- ① 9. W. J. Pace \_\_\_\_\_
- ① 10. Alexander Cameron Rutherford \_\_\_\_\_



Turn to Chapter 12 in the Module 8 Student Module Booklet.

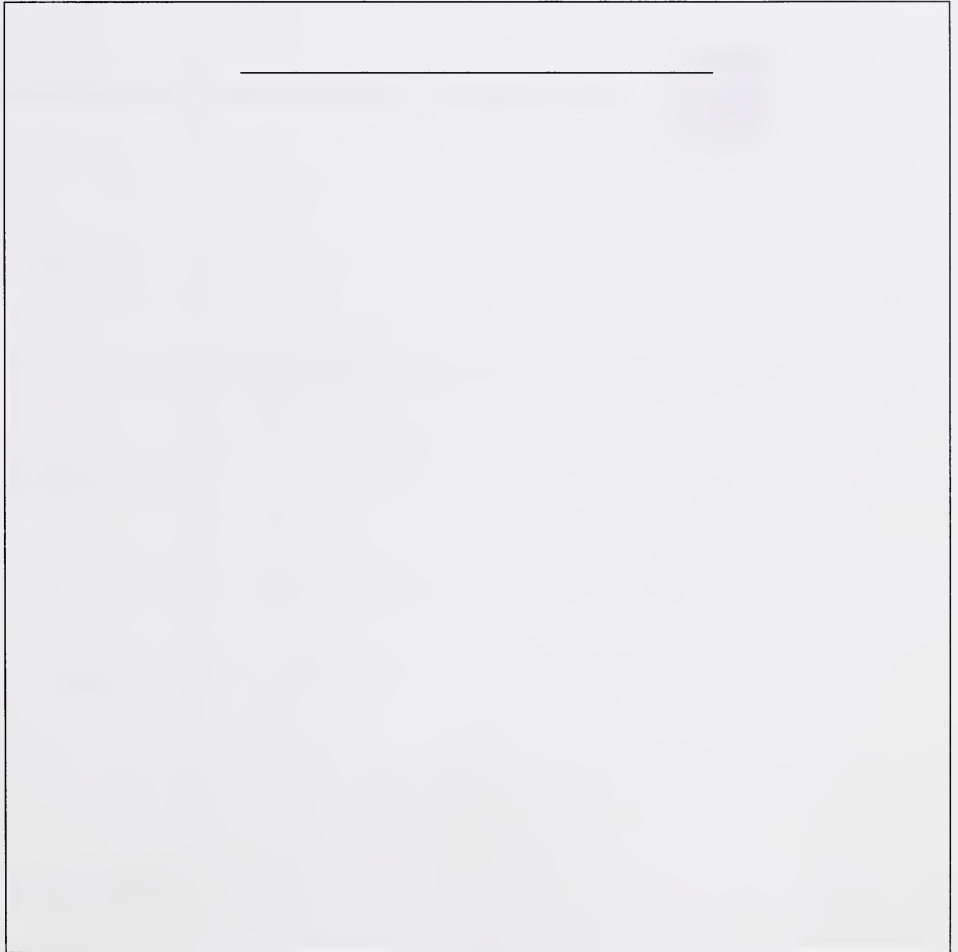
15

10

**Chapter 14 Assignment: A Valley of Riches**

1. In Chapters 12, 13, and 14, you learned about the many things to see and do in Edmonton. Choose one sight, building, structure, attraction, landmark, or event in Edmonton. It could be something that was not mentioned in the chapters, such as West Edmonton Mall or Telus World of Science. Go to your computer and search the Internet for the topic or item you selected. In the box below, draw a picture of it. Write what it is on the line above your drawing. Write the URL of the website you used on the line below the box.

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5

2. Write a few sentences about the item you drew in question 1.

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Turn to Chapter 15 in the Module 8 Student Module Booklet.



15

**Chapter 15 Assignment: Boom Town**

Fill in the table with information that you have learned about the Parkland Natural Region. Write three or more facts about each topic.

Parkland Natural Region	
Topics	What I Learned
Climate	
Vegetation	
Natural Resources	
Wildlife	
Physical Features	



Turn to Chapter 16 in the Module 8 Student Module Booklet.

25

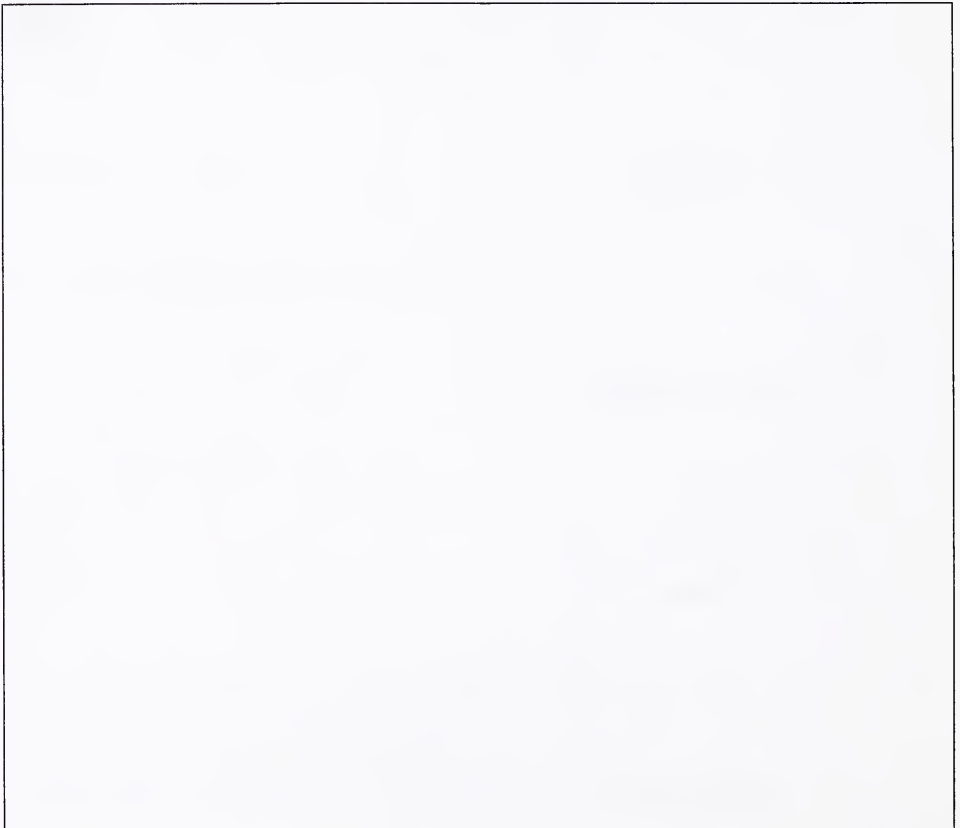
**Chapter 17 Assignment: The Earth Is a Sacred Gift**

Isabelle and Alex visited the Enoch Cree Reserve and listened to a Nehiyawak creation story. When they returned to the campground, they studied their drawings of Kitchi Manitou, Wesakechak, Nikik, Amisk, and Wachusk, and compared them to the images they saw in their minds as they listened to the Elder.

10

1. Use your final version of the drawings to illustrate this part of the story.

Just when the others had given up hope, the little muskrat surfaced. Lovingly cradled in his right paw was a tiny speck of soil.



- ⑩ 2. The trickster, Wesakechak, used the little power he had left and, with his ways, rebuilt the Earth. The Creator saw that they had learned and made all things new again.



- ⑤ 3. Write the English name after each Plains Cree word.

Kitchi Manitou \_\_\_\_\_

Wesakechak \_\_\_\_\_

Nikik \_\_\_\_\_

Amisk \_\_\_\_\_

Wachusk \_\_\_\_\_





**Home Instructor Feedback Form for Module 8**

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?
2. Were there specific areas with which your student had particular difficulty? If so, what were they?
3. Do you have any other questions, comments, or concerns?



**Student Feedback Form for Module 8**

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

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2. What parts did you like the least?

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3. What part did you find most difficult?

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4. What parts were the easiest?

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